

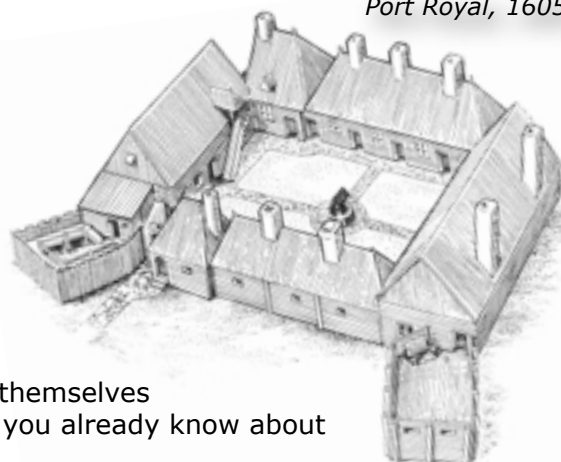
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## Social Studies 9

### Unit 3 The French and North America

# Project: Cultural Landscapes

*Port Royal, 1605*



## Project theme

Adaptation and subsistence among North American colonists in the 17th and 18th century

## Explanation

- pick a topic that explores how early colonists adapted to their new landscapes or environments and made lives for themselves
- compare this to a modern example, preferably something you already know about

## Examples of topics from the early colonial history of (Canadian) North America

1. The habitation at Port Royal 1605-1613 (e.g. the Order of Good Cheer)
2. Travel and trade among the coureur-de-bois 1608-1681 (the early fur-trade centered on Quebec)
3. The Company of 100 Associates 1627-1663 (attempt to colonize New France)
4. The Jesuit missions in Huronia 1625-1650 (e.g. spread of European religion among Native peoples)
5. The growth of Acadia 1632-1755 (e.g. draining the marsh lands)
6. The seigneurial system in New France 1663-1759 (e.g. life for the habitant farmers and seigneurs)
7. Life in the towns of New France 1660s-1750s (e.g. Quebec, Montreal, Trois-Rivières, Tadoussac)
8. The first century of the HBC 1670-1774 (life on Hudson's Bay for the British fur traders)
9. Building Halifax 1749-1751 (British respond to the French repossession of Louisbourg)
10. Foreign Protestants arrive in Nova Scotia 1751-52 (e.g. the start of Lunenburg)

You can pick another topic, but it must relate to European colonization of (Canadian/northern) North America in the 17th and 18th century. Your teacher can help you understand these topics in greater detail -- they'll each come up in class, too, so watch for them. If you can't decide, pick the Seigneurial System as we have lots of resources to help you discover what it was all about, plus its fun to draw cool pictures of a seigneurie (French manor farm). Don't freak out at all these instructions, we'll break this project up into manageable chunks.

## Modern examples of adaptation and subsistence

Pick something you can compare with the topic you have chosen. If possible, choose something from a similar "sector." For example, here's how the topics above might line up with a modern example you could compare it with:

1. social clubs, dinner theatre, societies, orders, legion halls, social organizations
2. GPS mapping, mineral exploration, working on road crews, forestry surveying
3. new business ventures, resort development, investing in or building up a resource industry
4. Canada and/or USA trying to "spread democracy" in the Middle East (e.g. war in Afghanistan), modern development work in poor countries that tries to improve their standard of living
5. making big changes or modifications to landscapes like clearcut logging, oil-sands in Alberta, open-pit mines, or fish farms on the BC coast
6. modern farming and agriculture, life in rural towns or remote settlements
7. what life in today's big cities looks like, what do our cities have to offer that rural areas do not
8. business patterns in big companies like Walmart, Exxon Mobil, Toyota, McDonalds, Apple, Canfor
9. new housing development, constructing buildings and neighbourhoods
10. building a brand-new town, schemes to colonize the Moon or Mars

## What do I compare?

The main part of your work should be to study and report back on your "colonization" topic. The modern example should be used as a brief foreword, reflective element, final thought, or separate item. Although this would be tougher, you could also make the comparison through-out your study of the colonization topic. You could also base your modern comparison on an interview or local connection -- something that reminds you of your topic, something from your experience.

## How should you explore your topic? What kinds of questions might you ask?

You should certainly start with who/what/where/when/how, etc., but to really get to know your topic and use critical thinking, use these ideas:

- **Evidence** - what sources can you find to explore the topic? Can you make use of first-hand accounts, records, documents, etc. (primary evidence)? What books or sites will you use? Will you use maps, paintings, or diagrams? Focus on the details of food, shelter, work, and social interaction (their society and culture).
- **Perspectives** - can you put yourself in the shoes of the people who lived at the time? What were their concerns? their abilities? their values? their limitations? What other perspectives or views can you take on the topic? How were First Nations affected? Are there "two sides" to your topic? Maybe more?
- **Cause and Consequence** - your topic involves cultures adapting to an environment... what got them there? What did they do to adapt? What was the result of their adaptations on the landscape? What was the result for the people?
- **Judgements** - how should history judge the actions of the people you studied? What do you think of the motives that guided their lives and work? (this might make a good conclusion)
- **Significance** - what makes your topic important? How did the people involved, or the ways in which they adapted to their environment, contribute to Canadian history? (this might make a good introduction or conclusion)
- **Patterns and Change** - what evidence was left behind most often by the people you looked at? how did their lives change during the time period you studied? how is it different from today? (this might be a good way to involve your modern comparison). Are their "layers of history" left behind in the same areas you are looking at? Before or after? Who's layers?

## Format

Choose something that works for you. If you haven't yet done a class presentation, please consider doing one for this project. Whatever you pick, you'll want to use a variety of sources to learn and base your understanding and project work. Here are some examples of project formats:

- class presentation, sometimes with a poster or slideshow -- you talking about what you learned
- video or media creation -- maybe a mashup of what you have learned, maybe a historic recreation
- display chart or detailed poster -- visual appeal, but rich content as well with references
- report or written submission -- researched & referenced, work must be your own
- construction, model, diorama, painting -- an artistic representation
- some other format that demonstrates your deep learning on the topic you have chosen

## Timeline/Planning

You will have some class time and library/lab time to complete this project. It is very important to plan your time so that the due date does not sneak up on you. We'll have a checkpoint after some library time to help keep you on task -- a temporary mark for your project based on your note-taking.

## Assessment

Try to do some serious learning about your topic -- well-researched content and a polished product at the end, but also try to put your "self" into it -- a creative approach that uses your skills and the things you already know. We will use a rubric like this for evaluating your project:

Category	Description	Mark /10
<b>Not yet meeting expectations</b> (you've not shown how a culture adapted to a landscape)	insufficient research, poor use of facts, little content, disorganized, frequent errors, lack of clarity or conclusions, does not show understanding of topic, undeveloped project shows some poor choices and will require substantial revision or redo	1-4
<b>Approaching expectations</b> (you've started to show how a culture adapted to a landscape)	basic research and understanding of topic, some use of facts, terms, concepts, attempts organization, some errors or unclear conclusions, awkward expression, minimal creativity, project in development and will require some revisions	5-6
<b>Meeting expectations</b> (you've competently shown how a culture adapted to a landscape)	adequate research and reasonable grasp of topic, solid use of facts & ideas, organized, thorough, few errors, generally clear expression, shows understanding, acceptable/enjoyable project that is also creative and original on most levels	7-8
<b>Exceeding expectations</b> (you've expertly shown how a culture adapted to a landscape)	superior research and reflection on topic, very clearly written or constructed and effective use of relevant facts & ideas, insightful and well-organized, deep understanding, project is both creative and intelligent, beautiful to see, read, or hear, etc.	9-10